

TOPIC-  TOPIC-  TOPIC-  TOENTIFICATION OF CORE, HIDDEN,  NULL AND LATENT CURRICULUM IN  TEXTBOOKS.		COURSE TITLE
TOENTIFICATION OF CORE, HIDDEN,  NULL AND LATENT CURRICULUM IN		A A
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TEXTBOOKS.		
		IDENTIFICATION OF CORE, HIDDEN,

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## INTRODUCTION

The word "curriculum" is derived from Latin word "currere" meaning "to run". It is a runwage (one runs to reach the goal) or a race course = reffering to the course of deeds and experiences through which children grow and become mature a in becoming adults for success in adult society ? It is a content, programme of planned activities intented learning outcomes, cultural preservation experience, agenda for social reconstruction It is the totality of all the learning to which students are exposed during their study in the school. It is content, programmed of planned activities, intended learning outcomes, cultural preservation, experience agenda for social reconstruction.

Consciously prepared to achieve the purpose of education.

In brief, curriculum can also be defined as an organized and integrated pattern of experience, necessary for all-round development of individual.

W Crow and Crow,

The curriculum includes all the learners' experience in or outside school that are included in a programme which has been devised to help him developmentally emotionally, socially, spiritually and morally"

## CHARACTERISTICS OF

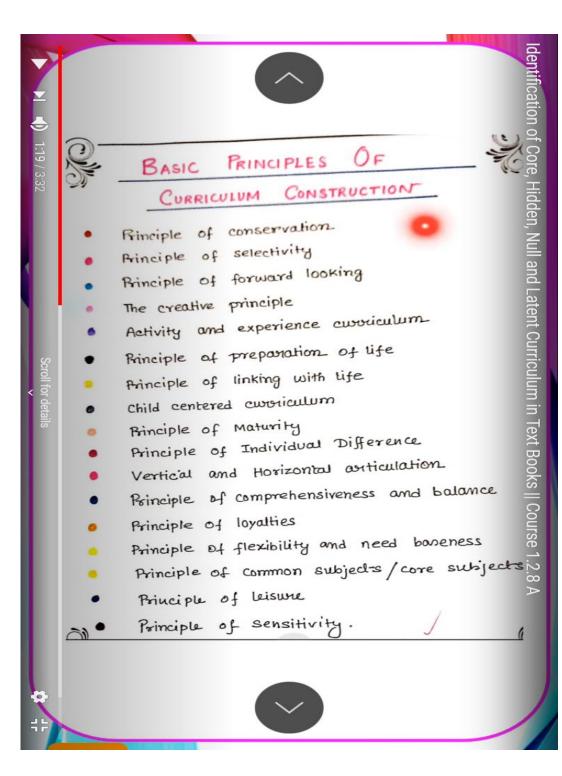
## AN EFFECTIVE CURRICULUM

- Each curriculum objective should be concise and understandable to stoff, students, parents and the community.
- B. Each curriculum objective should encompass previous learnings and require the student to integrate and then apply certain knowledge, skills and attitudes in order to demonstrate achievement of the standard.
- C. Each curriculum objective should constitute learning that is -
  - 1. durable will be useful to the student for a considerable period of his/her lifetime.
  - 2. Significant will have a major effect upon how the student will function.
  - in other educational programs the world of work, and for the Student's personal life.





- D. Each awaiculum objective should be feasible for the staff and students to accomplish.
- E. Each curviculum objective should be measurable on a cumulative basis and at a different stages of the student's career in the District and the measurement should be both of valid and reliable.
- F. Each outcome assessment and evaluation should be accompanied by both the criterial by which the leaving will be judged and the standards of quality which will apply.







- Overt, explicit or written curniculum
- Societal curviculum
- The hidden or covert curviculum
- The core curviculum
- The null curviculum
- The latent curviculum
- The Phantom curviculum
- Oncomitant curviculum
- Rhetorical Curriculum
- O cuviculum in use

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- Received curriculum
- The internal curviculum
- The electronic curviculum

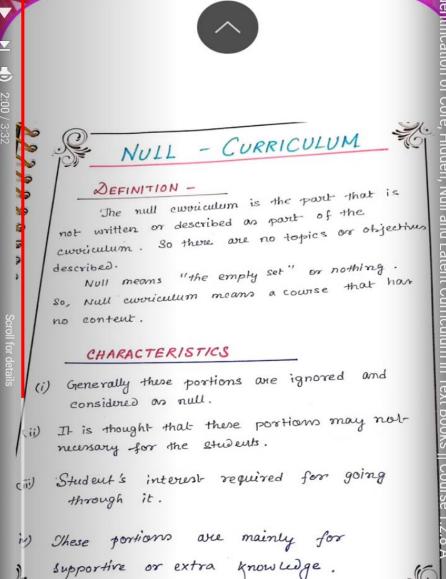
### DEFINITION

CORE

ducational program which one foundational, rerequisite, or mandatory in short the main must of a content is known as core-curriculum

- Text Books | Course technique to attack problem.
- ii) Core-curriculum is compulsory for all the students.
- It depicts the main theme of the topic.
- Core-curriculum satisfies the conceptual knowledge of the students.







## LATENT

## CURRICULUM

### DEFINITION

The part of the curviculum which the learners learn through their own experiences point of view, Latent capacity and curiosity is called Latent Carriculum.

## CHARACTERISTICS

The content of the latent curriculum never remains in the main curriculum.

It helps to grow confidence and selfdependency.

It is very difficult to analyze the latentcurviculum of a particular postion.

It depends on learner analysis and evolution power.

>> It creates the ability of the Students to improvate.



### CURRICULUM HIDDEN

## DEFINITION

Hidden Curriculum is defined as a side effect of education, lesson which are learned but not openly intended such as the transmission of norms, values and beliefs conveyed in the classroom and the social environment any learning experience may teach unintended lessons.

## CHARACTERISTICS

- 1> Hidden curriculum are lessons that are tought informally and usually unintentionally in a School.
- 11) It includes transmission of norms, values & beliefs.
- 11) It is characterized by reinforcement of existing social inequalities by educating students according to their social status.
- Hidden curriculum is the part of the subject which the learner realize it by his/her own creativity.



## Identification of Core, Hidden, Null and Latent Curri<mark>culum i</mark>n Text Books || Course 1.2.8 A

where. CU is currency (notes plus coins) held by the public and DD is not demand deposits held by commercial banks. The word 'net' implies that only deposits of the public held by the banks are to be included in money supply. The interbank deposits, which a commercial bank holds in other commercial banks, are not to be regarded as part of money supply.

M1 and M2 are known as narrow money. M3 and M4 are known as broad money. These gradations are in decreasing order of flequidity. M1 is most liquid as last of temporatives are for the control of the control

and eastest for transactions whereas M4 is least liquid of all. M3 is the most commonly used measure of money supply. It is also known as aggregate monetary resources'.

### 3.3.2 Money Creation by the Banking System

In this section we shall explore the determinants of money supply. Money supply will change if the value of any of its components such as CU. DD or Time Deposits changes, in what follows we shall, for simplicity, use the most liquid definition of money, vt. M = CU + DD, as the measure of money supply in the economy. Various actions of the monetary authority, RBI, and commercial the state of the control of the components of the control of banks are responsible for changes in the values of these items. The preference of the public for holding cash balances vis. 'a vis deposits in banks also affect the money supply. These influences on money supply can be summarised by the following key ratios.

The Currency Deposit Ratio: The currency deposit ratio (edr) is the ratio of money held by the public in currency to that they hold in bank deposits. cdr = CU/DD. If a person gets Re 1 she will put Rs 1/(1 + cdr) in her bank account and keep Rs cdr/(1 + cdr) in cash. It reflects people's preference for liquidity. It is a purely behavioural parameter which depends, among other things, on the seasonal pattern of expenditure. For example, cdr increases the state of the results the feet of the results and the results and the results are results and the results are results. during the festive season as people convert deposits to cash balance for meeting extra expenditure during such periods.

The Reserve Deposit Ratio: Banks hold a part of the money people keep in their bank deposits as reserve money and loan out the rest to various investment projects. Reserve money consists of two things - vault cash in banks and deposits of commercial banks with RBI. Banks use this reserve to meet the demand for cash by account holders. Reserve deposit ratio (rdr) is the propertien of the total deposits commercial banks keep as reserves.

Keeping reserves is costly for banks, as, otherwise, they could lend this Aceping reserves is costly for banks, as, otherwise, they could lend this balance to interest earning investment projects. However, RBI require commercial banks to keep reserves in order to ensure that banks have a safe cushion of assets to draw on when account holders want to be paid. RBI uses various policy instruments to bring forth a healthy rdr in commercial banks. The first bank surgery to the Cash, Danager Balla which appoints the banks. The first instrument is the Cash Reserve Ratio which specifies the fraction of their deposits that banks must keep with RBI. There is another tool called Statutory Liquidity Ratio which requires the banks to maintain

the many rate to the money from the state when they run short of reserves. A high bank rate makes such horrowing from RBI courty and, in effect, encourages the commercial banks to maintain a healthy rife.

Table 3.1: Sample Balance Sheet of a Commercial Bank

Assets - Ry		Labritty - Na	
Reserves		Deposits	100
- Varuit Ceah	15		
- Deposits with RDI	5		
Bank Credit			
- Louis	20		
- investmenta	55		

Commercial Basic accept deposits from the suitile and one on that money is interest earning investment projects. The rate of interest others: by the name is deposed toutiers is called the 'normoring rate' and his rate is which beings and out their reserves a pressure is called the braining rate. The difference between the two rates, rather serves, is the press that is appropriated by the nation. Deposits are proached to repreemaint reposits nowine to be make at terning from he account fermant reposts became or the name of termant from the account bodies that numeric and sorting account imposts, and in stoodilla, which have a load period or manust the literal accounts account-cements busing outsides manus of man result or manus and out-come usuals or provide investors and busing investments of government of productions and where informers counts. The evidencements of a production of a post-post of the manustrate assess or the conductors is accounty incompanies the reportment of a local wife case offer.

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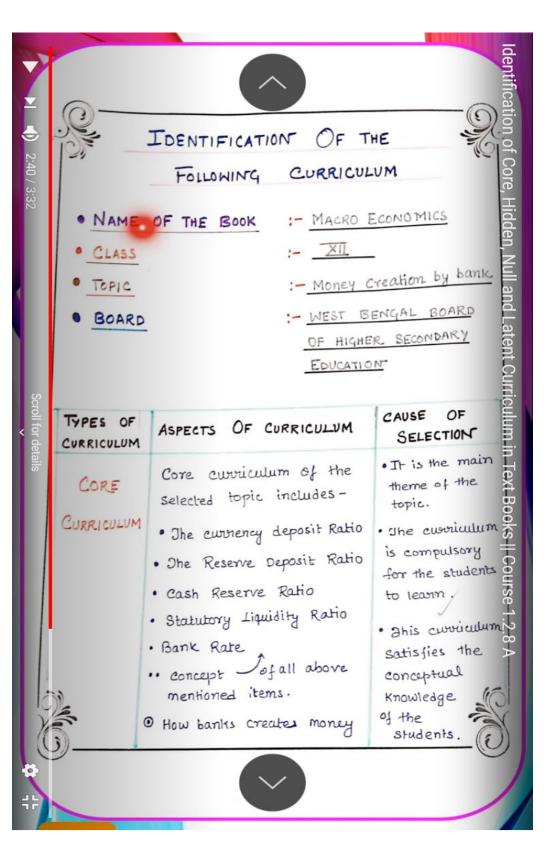
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See Appendix 3.2 for an estimate of the variations in ML and M3 over time.



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<b>→</b>		dentification of C
Types of	ASPECTS OF CURRICULUM	CAUSE FOR SELECTION
LATENT  CORRICULUM  Scroll for details	· The latent pant of the topic is the detail of commercial bornk's activity regarding accepting deposits and lending money process.  · The types of deposits.  · spread.  · credit worthings of a person etc.	the students through their analysed by the students through their objility to innovate and atent Curriculum in
HIDDEN	Hidden curriculum of the topic are—  * Students understand the difference between assets and liabilities.  • They may tend to save money as within them the concept develops that money can create more money	knowledge.
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